



# IMPACT OF YOGIC PRACTICE ON ADJUSTMENT BEHAVIOUR OF SCHOOL CHILDREN

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## ABSTRACT

The purpose of the study was to find out the influence of yogic practice on adjustment behavior of school children studied in upper primary classes. The study was formulated as a true random group design, consisting of a pre-test, post-test and retention-test. Forty children from upper primary school were selected randomly as sample for this study. Their ages ranged from 11 to 14 years. The subjects were divided into two equal groups of twenty each. Pre-test was conducted for all the subjects on adjustment behavior. On the basis of the pre test score the investigator divided two equated groups as control and experimental group. This initial test scores formed as pre-test scores of the subjects. Experimental Group was exposed to yogic practice and Control Group was not exposed to any experimental training. The duration of experimental period was 12 weeks. After the experimental treatment, experimental group and control group were tested on their adjustment behavior. This test scores formed as post-test scores of the experimental group subjects. Analysis of Covariance (ANCOVA) is used to find out the significant difference between yogic practice group, and control group on adjustment behavior. In all cases 0.05 level of significance was fixed to test hypotheses. It is concluded that the children participated in the yogic practice have enhanced their adjustment behavior than counterparts who have not participated in the yogic practice.

**KEYWORDS:** yogic practice, adjustment behavior, Asanas, Pranayama, Upper primary.

## Introduction

We are living in the era of knowledge explosion and competition become challenges in all walks of life. School children are not exemption and stress occupied their mind obstruct the real potentially within them. They are suffering from adjustment problem and struggling in adjust with classroom activities. In turn their adjustment problem would affect school achievement also. These children are very big challenge to the class teacher most of the time teachers failed in classroom management. There is an urgent need to find out appropriate solution for this problem. In this context the investigator attempted to enhance the adjustment behavior of the school children through yoga teaching. Yoga is a blend of physical postures (asanas) and breathing techniques (pranayama). The postures help to relax and stretch the muscles, thus releasing negative toxins in the blood. Yoga's added benefit is that it brings about deep muscle relaxation. The gentle movements of yoga are soothing and bring about a sense of well-being and calmness, thus reducing anxiety levels (Gupta et al, 2005).

Yoga is a science that has been practiced for thousands of years. It consists of ancient theories, observations and principles about the mind and body connection which is now being proven by modern medicine. Substantial research has been conducted to look at the Health Benefits of Yoga - from the Yoga Postures (Asanas), Yoga Breathing (Pranayama) and Meditation. Practicing yoga in a school teaches students physical awareness, mental awareness, emotional awareness, community awareness and how to use relaxation techniques to reduce stress. Yoga in the school is a convenient and practical outlet that also improves balance, strength, flexibility, kinesthetic sense, focus and attention.

## Title of the Problem:

The title of the present study is entitled as "Impact of yogic practice on adjustment behaviour of school children"

## Methodology and Experimentations:

The purpose of the study was to find out the influence of yogic practice on anxiety behavior, academic achievement and adjustment behavior of school children. To achieve the purpose of the present study, forty upper primary students from Coimbatore city; Tamil Nadu, India were selected as subjects at random and their ages ranged from 11 to 14 years. The subjects were divided into two equal groups of twenty each. Group I acted as Experimental Group I (yogic practice group) and Group II acted a Control Group. The requirement of the experiment procedures, testing as well as exercise schedule was explained to the subjects so as to get full co-operation of the effort required on their part and prior to the administration of the study.

The research scholar reviewed the available scientific literature pertaining to the problem from books, journals, magazines, websites, and research papers which revealed the importance of yogic practice. Taking into consideration of feasibility, criteria and availability of the instruments the investigator selected adjustment and yogic practice as dependent and independent variables respectively.

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Tamil Nadu, India were selected as subjects at random and their ages ranged from 11 to 14 years. The subjects were divided into two equated groups of twenty each. Pre-test was conducted for all the subjects on adjustment behavior. This initial test scores formed as pre-test scores of the subjects. The groups were assigned as and Control. Experimental Group was exposed to yogic practice and Control Group was not exposed to any experimental training. The duration of experimental period was 12 weeks. After the experimental treatment, experimental group and control group were tested on their anxiety behavior, academic achievement and adjustment behavior. This test scores formed as post-test scores of the experimental group subjects. Analysis of Covariance (ANCOVA) is used to find out the significant difference between yogic practice group, and control group on adjustment behavior. In all cases 0.05 level of significance was fixed to test hypotheses.

## Results and Discussion

**TABLE -1**  
**ANALYSIS OF COVARIANCE OF YOGIC PRACTICE GROUP AND CONTROL GROUP CHILDREN ON ADJUSTMENT BEHAVIOUR**

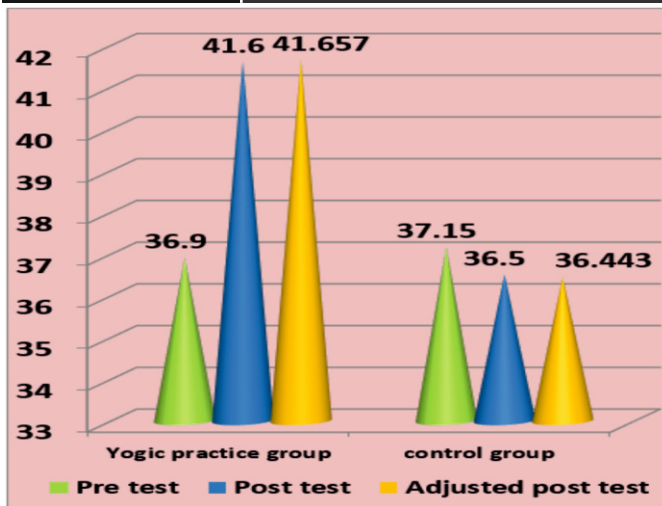
	Yogic practice Group	Control Group	Source of Variance	Sum of Squares	df	Mean Squares	F-ratio
Pre-Test Means	36.900	37.150	BG	0.625	1	0.625	0.032
			WG	734.350	38	19.325	
Post-Test Means	41.600	36.500	BG	260.100	1	260.100	19.541**
			WG	505.800	38	13.311	
Adj. Post-Test Means	41.657	36.443	BG	271.692	1	271.692	28.605**
			WG	351.423	37	9.498	

\*\*Significant at 0.01 level

## Discussion:

An examination of table – 1 indicates the results of ANCOVA for pre-test scores of the yogic practice group and control group children. The obtained F-ratio for the pre-test is 0.032 indicating that the random sampling is successful and the table F-ratio is 4.098. Hence the pre-test mean F-ratio is insignificant at 0.05 level of confidence for the degree of freedom 1 and 38.

The obtained F-ratio for the post-test is 19.541 and the table F-ratio is 7.35. Hence the post-test mean F-ratio is significant at 0.01 level of confidence for the degree of freedom 1 and 38. The adjusted post-test means of yogic practice group and control group children are 41.657 and 36.443 respectively. The obtained F-ratio for the adjusted post-test means is 28.605 and the table F-ratio is 7.37. Hence the adjusted post-test mean on adjustment F-ratio is significant at 0.01 level of confidence for the degree of freedom 1 and 37.



**FIGURE -1**  
**PRE-TEST, POST-TEST AND ADJUSTED POST-TEST MEAN DIFFERENCES OF YOGIC PRACTICE GROUP AND CONTROL GROUP CHILDREN ON ADJUSTMENT BEHAVIOU**

## CONCLUSIONS

It is concluded that the children participated in the yogic practice have better adjustment behavior than counterparts who have not participated in the yogic practice. Yoga could be taught properly with the help of trained teachers at school levels.

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